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ABSTRACT

This annotated bibliography lists the titles, authors, sources, relevant grade levels (where appropriate), and annotations of resources that provide an introduction to various educational assessment topics. Annotations are designed to give readers enough information to decide whether or not it would be useful for them to read the complete document. Resources are grouped into the following categories: (1) general assessment, 14 resources; (2) performance assessment, 7 resources; and (3) portfolio assessment, 26 resources. (SLD)

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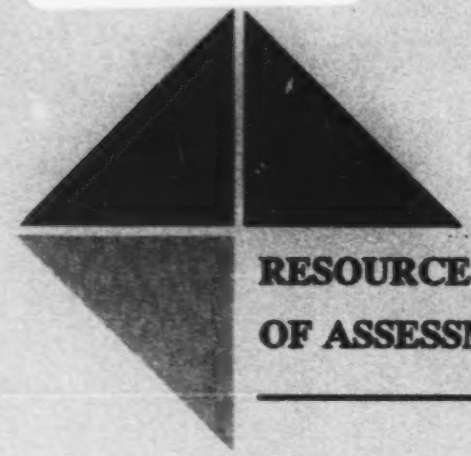

RESOURCE DIRECTORY OF ASSESSMENT MATERIALS

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Resource Directory of Assessment Materials

South Carolina Center for Excellence in the
Assessment of Student Learning
(CEASL)

March 1993

The South Carolina Center for Excellence in the Assessment of Student Learning was established by the South Carolina Commission on Higher Education and the College of Education, University of South Carolina

South Carolina Center for Excellence in the Assessment of Student Learning (CEASL)

Foreword

This report is part of a series of documents prepared by the South Carolina Center for Excellence in the Assessment of Student Learning (CEASL) to describe various issues, practices, and procedures involved in assessing student learning. The document provides annotated references written to provide an introduction to various assessment topics. The annotations are designed to provide readers enough information to decide whether it would be useful for them to read the complete document. Many of the documents are available in various libraries. The materials are available for use at the South Carolina Center for Excellence in the Assessment of Student Learning, College of Education, University of South Carolina. A limited number of copies of some articles are available upon request from CEASL.

The South Carolina Center for Excellence in the Assessment of Student Learning was established by the South Carolina Commission on Higher Education and is supported by the South Carolina Commission on Higher Education and the College of Education, University of South Carolina. The purpose of this Center is to increase awareness among teacher-educators of recent efforts to change approaches used to assess students' learning in pre-school through high school, and to encourage and support efforts to enhance training in testing, measurement and the assessment of students' learning for preservice educators. The Center is based on the educational philosophy that the fair, accurate and informative assessment of students' learning is an integral part of the teaching-learning process.

Comments or suggestions concerning the information in this report are welcome and may be directed to the authors at the Center.

General Assessment

ASSESSMENT AS AN EPISODE OF LEARNING
Wolf, Dennie

The author organizes this report of research on assessment as: "The Faces of Assessment, The Character of Familiar Assessment, Examples of Wise Assessments from the Arts and Humanities and Assessments as Episodes of Learning." Elaborate discussion of Process-Portfolio is included. [A paper presented at the Conference on Constructed Response. Educational Testing Service, Princeton, NJ, December, Vol. 46, No. 7, 1990]

ASSESSMENT FOR LEARNING
Lipson, Joseph; Martinez, Michael

The authors discuss Assessment for Learners, Assessment for Teachers, Planning Better Assessment for a New Era of Testing. The Mastery Assessment Project at Educational Testing Services is vehicle for this discussion. [Educational Leadership, April, 1989]

BEYOND STANDARDIZED TESTING: ASSESSING AUTHENTIC ACADEMIC ACHIEVEMENT IN THE SECONDARY SCHOOL
Archbald, Doug; Newmann, Fred

Chapter titles include: What is Authentic Academic Achievement?, Approaches to Assessing Authentic Academic Achievement, Assessing Organizational Academic Quality and Implementing Assessment Programs. [National Association of Secondary School Principals, Reston, VA., 1988]

CHANGING ASSESSMENTS: ALTERNATIVE VIEWS OF APTITUDE, ACHIEVEMENT INSTRUCTION
Gifford, Bernard; O'Connor, Catherine

A thorough discussion of assessment as it relates to curriculum, learning environments and Cognitive Science Research. [Kluwer Academic Publishers: Boston, 1992]

General Assessment

DEVELOPING A COMPREHENSIVE ASSESSMENT PROGRAM
Perlman, Carol

The use of standardized tests within the Chicago, Illinois Public School System and elsewhere is discussed in the context of school reform efforts. Recent assessment designs have relied more heavily on written, as opposed to multiple-choice formats, increased the variety of performance tasks covered, and incorporated student portfolios. [Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL., 1991]

EDUCATIONAL lEADERSHIP: USING PERFORMANCE ASSESSMENT

This theme issue addresses various alternative assessment strategies including Authentic and performance assessments, as well as implementing portfolio assessment. [Association for Supervision and Curriculum Development: Alexandria, VA., Vol. 49, No. 8, May 1992]

EXPANDING STUDENT ASSESSMENT
Perrone, Vito

Pertinent chapter titles include: Authentic Assessment Evaluation and Documentation of Student Performance; The Rhetoric of Writing Assessment; The Intellectual Costs of Secrecy in Mathematics Assessment; We Must Take Care; Fitting Assessments to Functions; and Moving Toward More Powerful Assessment. [Association for Supervision and Curriculum Development, Alexandria, VA., 1991]

SEARCHING FOR ALTERNATIVES TO STANDARDIZED TESTS: WHYS, WHATS AND WHITHERS
Haney, Walter; Madaus, George

The authors document the strategies for the search for alternative assessments. [PHI DELTA KAPPAN, May 1989]

STANDARDIZED TESTING: HARMFUL TO EDUCATIONAL HEALTH
Medina, Noe; Neill, D.M.

The authors discuss the Inadequate Quality of Standardized Tests, Bias in Standardized Tests, Impact of Test Use on Schools and An Agenda for Reform. [PHI DELTA KAPPAN, May, 1989]

General Assessment

TEACHING TO THE (AUTHENTIC) TEST
Wiggins, Grant

The author talks about authentic tests and performance tests. Criteria for evaluation of a 9th grade oral history project are provided as an example of a Test of Performance. Detailed explanation of the characteristics of Authentic tests is organized into the categories of: Structure and Logistics, Intellectual Design Features, Grading and Scoring Standards, and Fairness and Equity. [Educational Leadership, April, 1989]

"TO USE THEIR MINDS WELL: INVESTIGATING NEW FORMS OF STUDENT ASSESSMENT"
Wolf, D.; Bixby, J.; Glenn, J.; Gardner, H.

The authors explain learning and assessment as they relate to intelligence and "performances of thought." Performance assessment and portfolio-based assessment are discussed. Appendices document assessment practices in the content areas of Biology, Design and Technology, English Literature and Drama. [Review of Research in Education, Vol. 17, American Educational Research Association, 1991]

A TRUE TEST: TOWARD MORE AUTHENTIC AND EQUITABLE ASSESSMENT
Wiggins, Grant

The author describes characteristics of authentic tests and gives examples of them. The criteria for authenticity in testing is explained in detail. [PHI DELTA KAPPAN, May 1989]

UNDERSTANDING ACHIEVEMENT AND ACTING TO PRODUCE IT: SOME RECOMMENDATIONS FOR THE NAEP
Resnick, Daniel; Resnick, Lauren

This publication reviews the 25 year record of the National Assessment of Educational progress (NAEP), highlighting criticisms of the test design and validity, sampling techniques, standards and useful results. It also provides the newly organized NAEP with guidelines for selecting input variables and specifies nine variables to be studied. A sidebar describes NAEP's redesign. [PHI DELTA KAPPAN, Vol. 69, No. 8, pp. 576-579, 1988]

General Assessment

WHY WE NEED BETTER ASSESSMENTS
Shepard, Lorrie

A thorough discussion of classroom assessment and the elements of "teaching to the test" as well as what constitutes "better assessments." Descriptions of Authentic Assessment in California and Performance Testing in Connecticut are included. [Educational Leadership, Vol. 46, No. 7, April, 1989]

ANATOMY OF A PERFORMANCE TASK
Davey, Bruce and Rindome, Douglas A.

This paper outlines five dimensions of performance tasks including length of task, amount of structure provided, task participation, evaluation focus and performance modes, as well as task scoring systems. [Paper presented at the American Educational Research Association Annual Meeting, Boston, MA., April, 1990]

EDUCATIONAL PERFORMANCE ASSESSMENT
Finch, F.L.

This book provides an analysis and synthesis of approaches to educational performance assessment. Topics include issues in performance evaluation, scoring procedures and portfolios. [Riverside Publishing Co., Chicago, IL., 1991]

NCME INSTRUCTIONAL MODULE ON DESIGN AND DEVELOPMENT OF PERFORMANCE ASSESSMENTS
Stiggins, Richard J.

Grade Levels: Higher Education and Teacher Education

This instructional module presents and illustrates rules for designing performance assessments in a step by step strategy: 1) reason for assessment, 2) types of performance evaluated, 3) exercises to elicit performance and 4) systematic rating procedures. Guidelines for maximizing reliability, validity and economy are presented. [Educational Measurement: Issues and Practice, Vol. 6, No. 3, 1987, pp. 33-42]

PERFORMANCE ASSESSMENT: COMPARATIVE ADVANTAGES
Crehan, Kevin

Grade Levels: General

This paper briefly describes relative advantages of performance assessment strategies over paper and pencil tests. Discussion focuses around four areas: 1) Type of learning outcomes measures, 2)Influence on learner motivation and preparation, 3) Ease of preparation and scoring and 4) Instructional and content validity. [Paper presented at Arizona Educational Research Organization, Flagstaff Arizona, Oct. 1991]

Performance Assessment

PERFORMANCE ASSESSMENT: WHAT'S OUT THERE AND HOW USEFUL IS IT REALLY?
Arter, Judy

Grade Level: General

Some observations are offered about alternative assessment devices, performance assessments in particular. Annotated bibliographies of 117 articles about alternative assessment gathered by the Test Center for the Northwest Regional Educational Laboratory are included in the following areas: 1) mathematics, 2) reading, 3) portfolios. [Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL., ED 333051, April 1991]

STRATEGIES FOR THE DEVELOPMENT OF EFFECTIVE PERFORMANCE EXERCISES
Baron, Joan B.

Grade Level: General

Applied measurement in education. This article contains four sections: The Nature of Assessment, Properties of Effective Tasks, Making Tasks Meaningful and Engaging and The Process of Developing Effective Performance Tasks. [Applied Measurement in Education, Lawrence Erlbaum Associates, Vol 4, No. 4, 1991, pp. 305-318]

TOWARD AN OPERATIONAL DEFINITION OF EDUCATIONAL PERFORMANCE ASSESSMENTS
Finch, F.L. and Dost, M.A.

This paper offers comparisons between "generic" performance and multiple choice assessments and a proposed classification of performance tasks. A sample science test in chemistry is included. [Paper presented at the ECS/CDE Assessment Conference, Boulder CO., Riverside Publishing Co., Chicago, IL., June 1992]

Portfolio Assessment

THE DEVELOPMENT AND USE OF LITERACY PORTFOLIOS FOR STUDENTS, CLASSES AND TEACHERS
Valencia, S.; Calfee, R.

The authors provide details of both individual student portfolios and the teacher's class portfolio. [Applied Measurement in Education, 1991]

HOW I USE PORTFOLIOS IN MATHEMATICS
Knight, P.

An algebra teacher reports on the use of portfolios and the impact it has made in her classroom. [Educational Leadership, Vol. 49, No. 8, pp. 71-72, May, 1992]

HOW PORTFOLIOS MOTIVATE RELUCTANT WRITERS
Frazier, D.; Paulson, F.

An elementary teacher explains how using personal and classroom portfolios make her students want to write. [Educational Leadership, Vol. 49, No. 8, pp. 62-65, May, 1992]

LASER DISK PORTFOLIOS: TOTAL CHILD ASSESSMENT
Campbell, J.

This article explains how an elementary school is using laser disk portfolio assessment. [Educational Leadership, Vol. 49, No. 8, pp. 69-70, May, 1992]

LITERACY PORTFOLIOS EMERGE
Hansen, J.

This author researcher reports on the use of portfolios in an inner-city sixth grade classroom. The author describes students as evaluators of themselves and their work; teacher/student choice about what to put in their individual Literacy Portfolios; and reading writing workshops that allow teachers and students to work together. [The Reading Teacher, April, 1992]

LITERACY PORTFOLIOS: HELPING STUDENTS KNOW THEMSELVES
Hansen, J.

This article illustrates that student created Literacy Portfolios, "help teachers know the whole child - including what the child is like behind the classroom door". [Educational Leadership, Vol. 49, No. 8, pp. 66-68, May, 1992]

Portfolio Assessment

MATH ASSESSMENT; ALTERNATIVE APPROACHES
Kuhs, T.

"This video tape and guide are designed to assist professional educators who wish to implement new approaches to assessment." In particular, Segment Five (14 mins. in length of the video is devoted to an illustration of portfolio assessment in an elementary classroom. A short discussion of the types, purposes and benefits of portfolio assessment is included on the video. [Video and Viewers Guide, NCTM, 1993]

ONE SCHOOL'S ADVENTURE INTO PORTFOLIO ASSESSMENT
Lamme, L.; Hysmith, C.

This article reviews background information about portfolio assessment, one type of authentic evaluation, and one school's faculty experience making the transition into a school wide portfolio assessment system. [Language Arts, Vol. 68, Dec., 1991]

PORTFOLIO ASSESSMENT
Miyasaka, J.

This outline includes a definition of portfolio assessment and focuses attention on the consideration of the purposes of assessment, decisions in developing the portfolio assessment process, technical requirements for scoring portfolios (i.e. "rubrics") and technical requirements for evaluating/utilizing portfolio assessment results. [Presentation for the Faculty of the College of Education, USC, April 28, 1992]

PORTFOLIO ASSESSMENT FOR YOUR WHOLE LANGUAGE CLASSROOM
Jasmine, J.

This book contains an overview and synthesis of the new philosophy of authentic assessment with an emphasis on portfolio assessment. It offers a practical step-by-step start up guide, ideas and forms to help implement the process, and a discussion of problems and pitfalls with suggestions for how to avoid them. [Huntington Beach, CA: Teacher Created Material, Inc., 1992]

PORTFOLIO ASSESSMENT; MAINTAINING THE CLASSROOM CONNECTION
Camp, R.

The author shares her outline for guidelines and provides an example of the "Writing Portfolio Assessment Process." [NCME Symposium, Alternative Assessment in Practice: Perspectives on Issues and Problems, April, 1992]

PORTFOLIO ASSESSMENT: SAMPLING STUDENT WORK
Wolf, D.

The author describes the Rockefeller project PROPEL, which, "brings together" the Pittsburgh Public Schools, Educational Testing Service and Project Zero at the Harvard Graduate School of Education in an effort to demonstrate that it is possible to assess thinking. [Educational Leadership, April, 1989]

PORTFOLIO, PLEASE!
Hemmer, E.; Goyins, T.

The author describes procedures to set up a portfolio system of assessment in math class. [Instructor, April, 1992]

PORTFOLIOS, ACCOUNTABILITY AND AN INTERPRETIVE APPROACH TO VALIDITY
Moss; Beack; Ebbs; Matson; Muchmore; Steele; Taylor & Herter

The authors discuss how classroom based portfolio assessment can be communicated outside the classroom, how a portfolio based assessment system might be designed and implemented, and how the merits of portfolio based assessments can be evaluated. [Educational Measurement: Issues and Practice, Fall, 1992]

PORTFOLIOS INVITE REFLECTION-FROM STUDENTS AND STAFF
Hebert, E.

"Learning Experience Forms and Portfolio Evenings," are explained by the author as a way that has made the portfolio assessment process in one elementary school more meaningful. [Educational Leadership, Vol. 49, No.8, pp. 58-61, May, 1992]

Portfolio Assessment

PORTFOLIOS IN PRACTICE: WHAT IS A PORTFOLIO?
Arter, J.

The author presents a workable definition of portfolio that was the result of a consortium effort sponsored by the Northwest Evaluation Association. The definition and short, but thorough explanation of the; purpose, criteria and examples of portfolio projects; seems to take all view points into account. [Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA., April, 1992]

PORTFOLIOS AND SELF-ASSESSMENT
Ballard, L.

A high school teacher explains how she used portfolios as the basis for her students final evaluation, which gave the students a chance to assess their own writing and progress in her class. [English Journal, February, 1992]

"PUT PORTFOLIOS TO THE TEST"
Vavrus, L.

The author discusses the use of portfolios in classrooms. Details of the decisions involved in implementing portfolio assessment are organized into the following subtitles. What Will it (Portfolio) look like?; What goes in?; How and When to Select, Evaluating Portfolios; and Passing Portfolios on. [Instructor, August, 1990]

REASSESSING PORTFOLIO ASSESSMENT: RHETORIC AND REALITY
Gomez, M.; Graue, M.; Bloch, M.

This article looks at what is said about portfolio assessment and what actually happened with it in one school. The observations help us move forward in our attempts to make evaluation the best it can be. [Language Arts, Vol. 68, pp. 620-628, December, 1991]

TECHNOLOGY AND PORTFOLIO ASSESSMENT
Lengel, J.

The author details how "personal computer technology may be the key that opens the door for portfolio assessment to enter our schools." A computer can be used to "capture, store, analyze, retrieve and display," student work. Suggestions are made of how to implement the author's ideas and the type of equipment needed. [Draft, May, 1992]

Portfolio Assessment

USING THE COMPUTER AS A READING PORTFOLIO
Hetterscheidt, J.; Pott, L.; Russell, K.; Tchang, J.

The authors explain how they have incorporated the computer in maintaining portfolios for elementary students. [Educational Leadership, Vol. 49, No. 8 p. 73, May, 1992]

USING PORTFOLIOS TO EMPOWER STUDENT WRITERS
Brown, B.; Cooper, W.

The authors discuss their use of student writing portfolios as "teaching tools," in both junior high and high school English language arts classrooms. The criteria for selecting student work to include in a portfolio is explained in detail. [English Journal, Feb., 1992]

USING PORTFOLIOS IN INSTRUCTION AND ASSESSMENT: STATE OF THE ART SUMMARY
Arter, J.

This paper summarizes the state of the art in using portfolios as reflected in research conducted by the Northwest Regional Educational Laboratory. Examples of portfolio projects are included. [September 1990]

USING PORTFOLIOS OF STUDENT WORK IN INSTRUCTION AND ASSESSMENT
Arter, J.; Spandel, V.

The authors give a detailed explanation of the use of portfolios for the purpose of assessment of student work. Issues that should be considered when setting up a portfolio system of assessment are discussed thoroughly. [Educational Measurement: Issues and Practice, Spring, 1992]

WHAT MAKES A PORTFOLIO A PORTFOLIO?
Paulson, F.; Paulson, P.; & Meyer, C.

The authors discuss and illustrate "eight thoughtful guidelines [that] will help educators encourage self-directed learning," by students who are being evaluated via portfolio assessment. [Educational Leadership, February, 1991]

WRITING EVALUATION: PICTURE OF A PORTFOLIO

Details and illustrations of the state of Vermont's "Student Writing Assessment Portfolio" is the subject of this article. [Instructor, Vol. 101, No. 7, March, 1992]